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A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Cornstalk Products

THE corn belt has a new thrill. Its worse-than-useless cornstalks are to bring approximately eight dollars a ton, and a chain of purchasing plants will be scattered through the corn belt, and the loveliest of commercial products will be the result. Artificial silk, rare varieties of writing paper, and other attractive articles will result.

Now let the schools learn how to produce such rare intelligence as that of Thomas A. Edison, John Burroughs, Henry Ford, and similar talent out of boys and girls who are too brainy to enjoy routine that seems to them useless.

Much of the cornstalk material in the estimate of traditional school people has real talent.

Favorable German Invasion

THIRTY-FIVE educators from Berlin, Leipzig, Dresden, Bonn, and other important cities of Germany will make an intelligent study of the best elementary, professional, technical, urban and rural schools from April 1 to June 30. They greatly enjoyed Harvard, Yale, and Columbia Universities and George Peabody Teachers College. They were greatly impressed with the attention given to health, sanitation and welfare achievements, as well as to school buildings and equipment.

This is one of the most satisfactory of the many visitations we have had. Some of the English visitors have avowedly been propagandists visiting America for the purpose of having Americans appreciate the English schools for the purpose of having a closer relation in order that we may properly value England.

This German visitation has been with the special purpose of seeing what we are doing in this country that can be of benefit to the German schools. Columbia University has directed them to some of the best schools and institutions in the country.

Too often there has been an effort to see how many places could be visited, and how many varieties could be seen, but this time only one small group, and that of the best, has been taken. As, for instance, in State Teacher Training they visited only the State Teachers Colleges at Kalamazoo, Ypsilanti, and Albany. They saw each of these institutions quite in detail, met the faculty and students in assembly and clearly magnified what they had seen that would be beneficial to the

schools of Germany. They have made a good impression everywhere, and have done more than any other one phase of friendliness to wipe out the mischievous impression of the late unpleasantness.

Incidentally their visit has also done much to heighten the appreciation of the world service that Columbia University is rendering through its International Institute.

Undoubtedly the exceptional attention given to the Michigan State Teachers College was due to the prominence of Dr. D. B. Waldo of Kalamazoo as president of the Association of State Teachers Colleges at the Boston meeting, for he made that association one of the famous attractions of the meeting of the Department of Superintendence as the advance guard by its meetings in Boston, Cambridge, Salem and Bridgewater.

ONE of the unexpected favors shown teachers is the privilege they are to have to borrow money from banks in anticipation of their salary without paying a bonus for the favor. The National City Bank of New York City, the biggest bank in the New World, started the salary loan scheme on May 1.

Salaries at Columbia

THE following from a Teachers College professor corrects a mistake of ours:—

I have just read your editorial, "Columbia's New Pace," in the current Journal. I wish that the report which has gone out about Columbia professors' salaries really applied to Teachers College, but unfortunately for us it does not. Teachers College is not supported at all by the general university funds. The general opinion that our College shares in Columbia's very large endowment has been a real handicap in that it creates an impression that the college is "rich." As a matter of fact it has only a very small endowment of its own, and more than eighty per cent. of its operating expenses are met from students' fees. One of the remarkable achievements of Dean James E. Russell was the development of the college with practically no financial help, except for buildings and, within the past few years, for special projects such as the International Institute. It seems to be very much easier to get large endowments for other colleges than for teachers' colleges!

The connection of Teachers College with Columbia University is not at all close. We have our own Board of Trustees and practically complete autonomy in matters of educational policy. The president of the university nominates the Dean to our Board of Trustees and passes on appointments to the staff that carry university rank, but all appointments, except that of dean, are actually made by our own Board of Trustees on nomination of the Dean. I mention these matters to indicate the almost complete independence of Teachers College. The college is not at all under the control of the university in the way that schools of education in most state universities are under the control of the university administration.

I believe that quite as significant as the new Columbia schedules are those recently adopted for the two colleges supported by New York City,—Hunter College and the College of the City of New York. Following the recommendation of Mayor Walker's committee on teachers' salaries, the (city) Board of Higher Education made substantial increases in the salary schedules of the two institutions, professors receiving a maximum of $10,300. It is not improbable that this precedent played a part in determining the Columbia increases.

A Boys' and Girls' Institute

MARIE SORUM, superintendent of Emmet County, Iowa, has created something genuinely new and every way vitally important. She had the third annual Boys' and Girls' Institute May 7-8. It was attended by four thousand boys and girls, literally every boy and girl in the schools of Emmet County was there. The program was adapted to boys and girls, and was greatly enjoyed by the parents who were in attendance. There was abundance of fun and frolic. Mrs. Grace Greve Truax of Sioux Falls, South Dakota, who knows how to make inspiration and fascination go hand in hand, gave an address at each of the sessions. The boys and girls were as interested in what she said and in the way she said it as they were in any exercises of their own.

Miss Marie Sorum has a personality that is creating interests, for boys and girls, of value to the country for all time. Her "Forestry Week" is fruitage of the old Arbor Day in royal fashion. Every school in the county celebrated "Forestry Week." Every school subject was functioning in forestry interest.

We are interested in the program of these schools and in the reading, geography, and manual training.

Senator Frank B. Willis, who was primarily a schoolmaster on a schoolmaster's salary for most of his life, left an estate of $65,763.

Adjustment Years

SUPERINTENDENT S. J. SLAWSON, Johnstown, Pennsylvania, who increases the efficiency of the city schools in geometrical ratio, uses a highly suggestive designation of the Junior High School years. He styles them "Adjustment Years," which is precisely what they are. He states the case clearly:—

"The real business of the junior high school is to organize a new curriculum—a new body of constructive material which shall be richer and better for children of early adolescence. This means providing curriculums for the first three terms enriched beyond those commonly found for pupils 12-16 years of age, providing flexible courses to suit individual needs, and to eliminating material justified, for the most part, only by traditional practice.

"The junior high school should differentiate its

curriculum at the end of the third term in recognition of the fact that different individuals are attended by and respond to different types of training: the vocational life of our community calls for diversified educational opportunities. The curriculum in itself must contain guidance, shop rotation, try-out courses, handwork, and personal hygiene, in addition to the regular core subjects.

"During this period the function of the guidance department is to help the pupil made adjustments to his new environment; to make a study of the abilities and interests of each pupil by means of tests and interviews in order to place him where he will accomplish the best work of which he is capable and in order to guide him in the choice of school subjects; to acquaint the pupil with the opportunities of the occupational world in a general way that he may make his first choice of an occupation more intelligently; to present the program of studies offered in the Junior and Senior High Schools so that the pupil may choose those subjects that will prepare him for future work or further education."

Since 1918 our exports to Asia have increased 350 per cent., and they have hardly started yet.

Motion Pictures in Education

THOMAS E. FINEGAN is president of the new million-dollar Eastman Teaching Films, Inc., Rochester, N.Y., a subsidiary of the Eastman Kodak Company, whose purpose is to develop a program of motion pictures to be used for instruction in schools, colleges, universities, technical institutions and medical schools.

The decision to create this organization with adequate financial resources resulted from two years of extensive experimentation including ten weeks' use in twelve cities culminating in tests of two groups of 6,000 children, one group with films and the other group the same subject the same length of time without films. There were one hundred and seventy teachers employed in this remarkable test.

No one now questions the value of visual instruction, nor does any one discount the use of motion pictures in the classroom from the elementary school to the university, and there will be various demonstrations of ways and means of deciding what films are most useful and how best to produce and use films for instruction.

The educational use of moving pictures is in its infancy, and it is highly important that a great concern like the Eastman Kodak Company utilizes its great resources in the study of this new educational activity.

There are more college students in the United States than in all the rest of the world, says Commissioner Tigert.

Passing of Bird T. Baldwin

ONE of the really startling deaths of the season is the sudden death of Bird T. Baldwin of the State University of Iowa on May 11. He was on the program at Boston in February, and was exceptionally happy in the presentation of his subject, which, as always, was the latest and best professional service for the good of children. He was in the mid-fifties in age, and had cared for his health wisely.

No one had developed for himself a better line of special service educationally than had he. He was progressive in the best sense. He was not only going somewhere all the time, but he always knew where he was going, and why he was going there. In the present state of progress this is somewhat unique among schoolmen who crave professional attention.

Who will succeed Max Mason? is the most interesting question now.

Chicago Reinstatements

THE most interesting of the many interesting phases of Chicago school affairs just now is the reinstatement of principals and teachers who were sidetracked when they became seventy years old. The court has ruled that the city board of education had no right to usher teachers out of service in such a wholesale way. This opens an interesting question in which every state will be interested. In Chicago seventeen principals and teachers came back at one time and took their old places, which made an interesting situation for those who had supposed themselves comfortably settled till they were seventy.

These "come back" principals and teachers were gloriously welcomed by the students, but there is no record of the sentiment of those who were thus "relieved."

Printing Education

THE seventh annual conference on printing education, sponsored by the United Typothetae of America, will be held at the Carnegie Institute of Technology, Pittsburgh, June 25, 26, 27. Forty speakers and discussion leaders, consisting of leaders in the printing industry, editors of printing trade journals, educational administrators and teachers of printing, have agreed to take part on the program. This conference is looked upon as the outstanding event of the year in printing education.

The University of Pittsburgh is co-operating with the Carnegie Institute of Technology in summer courses for teachers and printing craftsmen. The courses will dovetail with and be a part of the conference.

Belding's Page

THE POWER TRUST

ONE of the outstanding marvels of our time is the development of power. Coal, oil, gasoline, and falling water have been so effectively harnessed to perform the mechanical labors of the world, that the muscles of human beings have become a secondary or incidental reliance.

Now it so happens that there is another kind of power more powerful than all the engines ever devised, and that is the power of mind. Without this power the human race would still be living in the jungles, and performing by muscular energy the simple acts needful to its subsistence. Mental power has preceded the discovery and application of mechanical power every time.

Now a danger of this "power age" is this—the failure to note that mental power should be stimulated and trained in every individual. The discoveries and inventions from which all of us derive help have been produced by the few exceptional men and women. Large numbers of people take these benefits for granted and have no share in the creation of new values. Some are even overwhelmed and blighted by the machines they tend.

The school system of America is the biggest "power trust" ever chartered. Its business is to harness the brain energies of the young, so that they may continue to generate useful performances throughout life.

When educators look at their business in this light they will drop many of their efforts to cram mere facts into overstuffed and bewildered heads, and will supply materials which challenge individual thinking, concentration upon problems until they are solved, clear understanding of the reasons why and of the relations between facts.

No man or woman is worthy the name of educator who does not possess in some measure the ability to generate in his students mental power.

AIDS TO THE PRINCIPAL

"MIKE" has invaded the principal's office. The reference is not to the janitor, but to the little instrument whose full name is "microphone."

The principal, in schools where this adjustment has been installed, can sit in his office and deliver a speech simultaneously in all the rooms. Or the superintendent, from his office in another part of the city, can address the pupils in every classroom at a single effort.

Surely "the world do move." Nor is it near the end of its moving. Some genius with an eye to capturing the school market is going to contrive a mechanism which will permit the principal or other authority to observe, with both ear and eye, what is going on in any given classroom, without either teacher or pupils being aware that their acts are being noted.

I'm not saying whether it would be quite fair. Least of all am I saying that all teachers would be delighted. Only watch out. It will come. And if it "gets" some of the teachers who are two-faced, putting up one front to the class and a different one to the principal, it will have one good deed to its credit anyway.

A SUPER-DICTIONARY

TO APPRECIATE the depth and breadth of the English language one needs to sit down in front of the monumental Oxford dictionary, just completed after nearly seventy years of labor by hundreds of scholars.

It was an ambitious conception, this of chronicling the history and meaning of every word that has been a part of the English language at any time during the past seven hundred years. The task proved far larger than any one dreamed at the outset. Yet men of ripe learning were not wanting to give their lives to this huge enterprise. And on April 19 of this year a complete set was presented to King George V. Into its pages are woven the labors of editors and assistants dead and gone, and of others yet living. Coleridge, Furnivall, Murray, Bradley—to name the leading ones who are no longer with us; and Craigie and Onions who have brought the work to a conclusion—these and many others have done a service which can never be repaid save in gratitude. Head and shoulders above the others in the enormous bulk of his painstaking endeavor stands Sir James A. H. Murray, who wrote about one half of the 15,000 pages.

This "New English Dictionary," bearing the name of Oxford and the imprint of the Oxford University Press, now belongs to the ages. Fortunate in after years will be those libraries which possess complete sets of this work which has cost untold wealth to produce and, so far as any one now knows, will never be reprinted.

Anson W. Belding

Associate Editor.

The Mentally Retarded

By ARTHUR B. LORD
Supervisor of Special Schools and Classes,
Massachusetts Department of Education

THE first special class for mentally retarded children in Massachusetts was opened in Springfield in 1898. Boston, a few months later, established a class, and in 1899 Worcester provided a similar opportunity for such pupils. From then to 1919 there was a steady increase in the number of special classes. The pupils for these classes were selected without the aid of the Binet Tests, which were not available until later. The records show, however, that without question the pupils selected were mentally retarded.

In 1919 the Legislature enacted a law requiring that every town and city having ten children of school age three or more years mentally retarded shall establish a special class for their instruction. The law provides for the annual examination of children believed to be so retarded by the State Departments of Education and Mental Diseases, or by examiners approved by these departments. Fourteen traveling clinics have been established with headquarters in various state institutions. These clinics make use of a physician, a psychiatrist, and a social worker or school nurse. The examination covers the so-called "ten-point scale."

The "ten-point scale" covers very thoroughly the following fields:—

Physical examination.
Family history.
Personal and developmental history.
School progress.
Examinations in school work.
Practical knowledge and general information.
Social history and reactions.
Economic efficiency.
Moral reactions.
Mental examinations.

The evidence in no one field may be conclusive by itself, but the sum of the findings will be convincing for or against a diagnosis of mental deficiency. It has been very clearly demonstrated in Massachusetts that mental tests alone are insufficient in determining mental retardation.

Only those pupils are considered for special classes who are able to profit by the instruction offered. Children who properly belong in an institution for the feeble-minded are excluded from the public schools. Such children are provided for in the three state institutions. The clinics have examined approximately 28,000 children. They have found approximately 18,000 pupils to be three or more years retarded. This is about 1½ per cent of the school population thus far examined.

Special classes for mentally retarded children are now maintained in 115 towns and cities, with a total of 442 special classes, and an enrollment of 6,338 children. In Boston there are 118, in Springfield 27, in Worcester 24, in Medford 10, in Everett 10, and in Waltham 10 special classes. Many of the larger cities have special supervisors for this work.

In most of the cities and larger towns the classes are housed as a part of a public school with classes of normal children of the same chronological age—the younger children in elementary schools and the older groups in junior high schools. The special class pupils are a part of the school life. They take part in assemblies, clubs, athletics, and other activities. We believe a fairly large percentage of these children in adult life will become self-respecting, self-supporting citizens in the community and should, therefore, mingle with normal children in school. The pitcher of one junior high school team and the captain of the traffic squad in another large junior high school are special class pupils. One of the best weekly assembly programs put on in a large elementary school during the past year was that prepared by four special classes. It consisted of a "style show" by the girls, who showed the results of their work in sewing, and an exhibition by the boys, who displayed articles made in manual training. They gave brief talks relative to the articles shown. Such participation is one of the best ways of educating these boys and girls.

In 1927 a manual was published by the State Department of Education. This manual gives the regulations for the establishment of such classes, suggestions for organization and administration, and a suggested course of study.

The state offers a six-week training course for teachers of special classes at the summer session of the State Normal School at Hyannis. At the State Normal School at Salem a three-year training course is offered. The first two years of the course are the same as the regular course offered all teachers. The third year offers specialization for the teaching of mentally retarded children.

There were 434 special class teachers, forty-six school teachers, and forty teachers from private schools and institutions in attendance at the 1928 conferences.

The regulations of the State Department of Education relative to special classes for the mentally retarded are as follows:—

1. The school committee shall require the examination of all children of school age residing in the town who appear to be three or more years retarded in mental development. The examination shall be given by the State Department of Mental Diseases or an examiner approved by that department.
2. All children of school age found to be three

or more years mentally retarded, by examination as herein provided, shall be assigned to a special class unless other instruction approved by the Department of Education is provided.

3. A re-examination of all special class pupils shall be made by the examiner at least every two years. Unusual cases shall be examined yearly.
4. The school committee shall require the attendance of all pupils assigned to special classes.
5. The registration at any one time in a class shall not exceed eighteen pupils.
6. Only those children whose mental age is such that they can profit by instruction in a special class and whose presence is not detrimental to other members of the class shall be admitted. Except in unusual cases children with a mental age of below five shall not be admitted.
7. At least two hours per day of some form of handwork, such as is suggested in the course of study, shall be given to all pupils.
8. Teachers of special classes shall have access to records of the clinical examination, which shall be held by them as strictly confidential.

The special classes in Massachusetts are being conducted with the following formula in view:—

First, study the individual and determine his ability.

Second, make sure the task assigned is within his ability.

Third, insist on successful completion of each task attempted.

Where this procedure is followed the habit of success is established where previously the habit of failure existed. It is worthy of note that very frequently abilities far above those justified by the I.Q.'s are discovered. Correlation of hand and academic work through projects carries over much of the pupil's interest and enthusiasm.

The single special class in the small school system can be just as successful as the classes in a city school system. Last spring I visited a town where fourteen children had been found who should be in special classes. I saw all of them scattered through the grades. They were a dejected lot. One boy, in particular, was in the fifth grade. Whenever the teacher called on him to recite he shrugged his shoulders and said: "I don't know." His attitude and expression plainly said: "and I don't care." They were all failing to do the work of the class in which they were placed. They, themselves, were sure they were failures. The other children apparently thought so, too, and I am afraid the teachers were in agreement. In November I saw the same fourteen children in a special class opened in September for the first time. I saw a group of industrious, enthusiastic children, eyes sparkling, active, and experiencing successful achievement. That same boy I saw in the fifth grade showed me toys he had made as Christmas gifts for his small brothers. He brought out his penmanship papers that I might see they were marked with a star. The girls told me the dresses they were wearing had been made in school. The group demonstrated their ability to read with much pride. They showed me how their number work helped doing their handwork. Every one was interested.

This story illustrates how Massachusetts is substituting habits of success for habits of failure, thus making sure this group of children will in adult life be an asset rather than a liability in the community.

The Teacher

There is no calling or profession, save that of parenthood, which offers such opportunities for service as does teaching. Past the teacher's desk the unending stream of youth must go—the authors, statesmen, bankers, business and professional men and women, those who are to build or wreck empires — and as they pass give the teacher his opportunity to touch Destiny.

A phonograph can hear recitation; but teaching, that process by which one, skilled in the things of the heart and brain, undertakes the task of enlarging the lives of others in all the varying possibilities of self-enjoyment and general usefulness, has always called for and had the mightiest hearts and intellects in human history.

So long as we continue to man our schools, these bulwarks of our liberty, with men and women whose sterling honesty, whose ruggedness of character, whose courage and compelling personalities mark them as leaders—civic, social, religious—the Republic is secure; what the teacher is, the Nation will become; what the school is to-day, the Nation will be tomorrow.

—Frank David Boynton, President, Department of Superintendence.

The Pedagogy of Jesus

By P. W. HORN, President,
Texas Technological College, Lubbock, Texas

SOMETIMES the best thing you can do for a young teacher is to give him a good book on education to read. I have frequently stated to audiences of teachers what I consider to be the best book ever written on the subject of education. It is the New Testament.

So far as I am concerned I do not ask for any proof of the divine origin of the Bible. I take it as I find it, and I know positively that no mere human beings could have written it. For instance, I do not believe that the greatest teacher who ever lived could, as a mere human being, have put as much of the science of education into a few words as we find in one of the verses of this particular lesson—namely, "Suffer the little children to come unto me, and forbid them not: for of such is the kingdom of God."

In these twenty words I find the material for four large volumes on the subject of education. No mere man could have put so great an amount of wisdom into twenty words. In these words I find (1) an outline of the basis of educational methods, (2) a discussion of the great aim of education, (3) a complete philosophy of education, and (4) a caution, pointing out one of the danger points in all educational work.

It will be impossible for us here to go into anything like detail in the discussion of these four volumes. It may be worth while, however, merely to hint at them. Take, for instance, the first point.

The Great Teacher here gives us in four words the basis of all the successful methods that good teachers have ever used in their educational work, "Suffer the little children." You are of course aware that the word *suffer* means to permit. Every educational method that is worth while is based upon the idea of permitting the children to do certain things. The opposite viewpoint, of course, is to be found in the word compel. Every educational method that is based upon the idea of compulsion in dealing with little children is bad and is bound to be unsuccessful. Good teachers never compel little children to do anything. The very best and ablest teachers never compel anybody to do anything. They do not need to. The teacher whose viewpoint in the schoolroom is summed up by the question, "How can I *make* these children do what I want them to do?" is foredoomed to failure or at least to low mediocrity. The good teacher guides and directs, but does not use compulsion—at least with little children. If you read a book giving one thousand methods of teaching certain things, you will find that all the good methods are based on the plan of permitting children to do things, while the bad methods are usually means by which one may attempt to compel the children to do things.

Certain forms of *training* may be founded upon compulsion, but education is founded upon permitting. "Suffer the little children!"

Prison is doubtless a necessity for some grown folks and perhaps even the gallows; but not for little children.

Volumes have been written by way of stating what education is really striving to do. Herbert Spencer said that the purpose of education is "to fit us for complete living." Others have said that it is citizenship. Doctor O'Shea thinks that the end of all education is adjustment. Self-control, self-knowledge, self-realization are among the terms more or less loosely used. Any teacher who has read a textbook on education and has remembered it can probably tell you what that particular book states as the great end of education.

Jesus states this end of education in four simple words. They are short and easy words and yet philosophers might write volumes and fail to develop all their meaning.

What is it we are to suffer or permit the little children to do?

"To come unto me."

There you have it. It is a comprehensive statement of the great end of all education. If it seems to you inadequate or one-sided, it is because you yourself have an inadequate or one-sided view as to what Jesus was. Look at him in his fullness. Note the manner of man that he was, mentally, morally, physically, socially. As a young child comes nearer and nearer to being the type of humanity that Jesus was, so he approaches to the fulfillment of the ends of real education.

This is no one-sided statement. It does not lose sight of physical development. It does not lose sight of intellectual knowledge. It does not lose sight of literature or art. The all-wise and all-powerful Son of an all-wise and all-powerful Father sets before the teacher of today the best possible illustration of what we would like for our children even remotely to resemble and of what the best of them will come nearest to resembling.

And incidentally, if some modern teacher should ever find one single verse in the New Testament which in her judgment modern education has outgrown and should discard, I wish you would let me know about it. I have never found one such. The words on education which I find in the New Testament are more modern than the most modern schools in all the world of today.

This simple verse also gives the philosophy of

education. It not only tells us how the training of children should be undertaken and the purposes for which we should undertake to train them, but it also gives the philosophy underlying the entire process. As if the great Teacher thought that somebody might perhaps doubt the soundness of his system of teaching, he added the following reason:—

"For of such is the kingdom of God."

Why is it safe to permit little children to do certain things? It is because little children themselves give the finest illustration in all our world as to what God would have men to be. For fear that in spite of this explanation some people still might not catch the point, Jesus adds in the next verse: "Whosoever shall not receive the kingdom of God as a little child, he shall not enter therein."

Poor teachers show their poorness by trying to compel little children to become grown people in a hurry. The great Teacher absolutely reverses this process. He says that no matter how much of a grown-up man you may be you will never amount to anything in his kingdom unless you retrace your steps and become again as a little child. Inefficient teachers vainly strive to make grown folks out of little children. The great Teacher does his best to make little children out of grown folks.

The old philosophy of education used to be founded on a total misunderstanding of this principle. Teachers used to assume that whatever a child wanted to do was wrong. Whatever he might be, it was necessary for them to compel him to be something else. The child was by very nature wicked. We coined the term "total depravity" and then applied it even to little children in their cradles. The best use this term ever had was to serve as a cloak for the imbecility of our own teaching methods. I know that there are people who explain this term by saying that total does not mean total; but for my own part I had rather trust the philosophy of the great Teacher when he said in simple language, which even children could understand: "For of such is the kingdom of God."

Dr. A. E. Winship has written a book entitled "Danger Points in Education." Every good teacher knows that there are such points. Jesus calls attention to one of them in this verse.

"And forbid them not."

What does he mean by this? He means simply to caution the grown folks not to get in the way of the genuine development of the children.

Please bear in mind that he was not giving this caution to the scribes or the Pharisees or the Sadducees or the Roman soldiers. He was speaking to the disciples themselves, who of all people should have been most interested in the welfare of little children. Is it possible that he thought it necessary to caution such men as Peter and John not to get in the way of the children when they wanted to come to him? Undoubtedly he thought it was necessary to do so. Undoubtedly it is necessary today to caution even good teachers and even the best of parents not to forbid the children, not to get in their way as they go toward that which is best.

Would you like to have an instance of this? Well, did you never hear of a parent who forbade a little child to join the Church when the child really wanted to join, because forsooth of the fear that the child might not understand what he was doing? In such a case the child who wanted to join the Church understood what he was doing far better than did the parent who forbade him to do so.

Every time a teacher does something for the child which the child could just as well do for himself he gets in the way of the child's educational progress. Every time a parent gives to the child something that will harm him he is getting in the child's way.

And then sometimes we allow our educational system to get in the way of the child. The graded school system, for instance, is an excellent servant, but a very poor master. If a school on account of its rigid system of grading requires a child to take two years to do what he could just as well do in one, it is getting in the way of the child. Any teacher who on account of some mechanical rule fails at the end of the year to "promote" a child to a grade in which it will have better opportunity for growth than in the grade below thinks more of the grade than of the child.

I have even known a few teachers in Sunday school who seemed to me to think more of the matter of the rigid graded system than they did of the welfare of the child. As I see it, such teachers are doing the very thing which Jesus told us not to do, when he said: "Forbid them not."

One of the first lessons that any teacher ought to learn is at least never to get in the way of a child. If you cannot help the child, you at least ought not to hinder him. If you cannot help him along, at least do not hold him back.

Will you permit me to formulate the exact opposite of this teaching of the great Teacher? It may sound like an anticlimax, but here it is: "Compel the little scoundrels to be what I think they ought to be; for they certainly have the devil in them."

Does it sound absurd? It does; but every word of it is a part of the philosophy of some people who are engaged today in what they think is the art of teaching. Every word of it is the exact opposite of what the great Teacher has taught.

The public school system of America today is beginning at least to get in sight of this wonderful educational pronouncement of Jesus Christ. As I see it, the good elementary public school of America is the best school in the world. It is

far nearer to being on the right track than is the good high school or the best college. This is because the good elementary teachers of America have at least a slightly better understanding than have the high school teachers or the college teachers of the educational philosophy of Jesus.

The good Sunday school teacher of today would do well to make a lifetime study of the system of education which Jesus taught, "Suffer the little children to come unto me and forbid them not; for of such is the kingdom of God."

—Reprinted from the Adult Student.

Essentials of Rural Education

By E. P. WILSON
Chadron, Nebraska, Teachers College

IN THE story of human progress the prophet precedes the builder. Those who dream dreams and see visions precede those who through plodding industry convert these dreams and visions into realities. Sir Walter Raleigh, who shares with Shakespeare the honor of being the greatest Englishman of his day, exhausted a princely fortune in efforts to colonize America. His dreams were realized by those who followed him. In the western wilderness our fathers visioned the rise of a great republic. hence "they brought forth a new nation conceived in liberty and dedicated to the proposition that all men are created equal."

The rise of popular education in the modern world has been coincident with the rise of political and economic democracy. Both were born of the innate yearning of the human heart for a full and free expression of its highest and noblest powers.

The life of democracy is dependent on the intelligence and the high purposes of those who constitute the masses of the people. Unless the individual has that within him that causes him to aspire and to achieve, his education is not what a democracy should give.

There are some phases of education that cannot be standardized. It is impossible to standardize life, and it is the life element in education that gives it vitality.

A great contribution that America has made to education is the mastery of environment. The physical conquest of the American wilderness is without a parallel in history. Generation after generation of Americans have exulted in the conquest of the ever receding West. Our fathers and mothers braved the storms of winter and the heat of summer in the solitudes of the forest and on the lonely, wind-swept plains. Here in conflict with the rough forces of nature they established homes and reared their families. Here they dreamed of education and opportunity for their children. Here they aspired and achieved and conquered.

City children have many interests that are common, but the diversity of home interests is very great. In the average room in a city school the children come from homes supported by parents engaged in a great variety of occupations. Differences in economic and social conditions in the homes represented are so great as to preclude more than a very general recognition of that which is included in the home life of the children. But it is not so in the rural districts. Here there is similarity of economic and social interests. There is a variety of employment, but all are engaged in similar tasks. Normal family life and social equality are to be found. The educational opportunities of the country child are constantly looming larger because we are growing into a better appreciation of his environment. Here is what gives individuality to rural education. This has been the line of advance in recent years.

Vitalized agriculture and club work are tangible evidences of progress in this field. They give an educational turn to fundamental home interests of the children. They constitute a recognition of the fact that anything that is worth doing is worth doing well. They impart human interest to tasks that otherwise would be mechanical. They give children vision that enables them to see far beyond the immediate undertaking. They develop kindness toward, and a considerate regard for, domestic animals. They encourage thrift. They stimulate healthful social relationships. They inculcate a higher regard for home life. They develop proficiency in the formal studies of the curriculum. They extend the interests of children beyond the borders of their own communities, making them to an extent citizens of the state and the nation. In dignifying the everyday tasks of the home and illuminating them with the spirit of service they glorify the home itself. The growth of club work is one of the most remarkable educational developments of recent times. The existence of club work and vitalized agriculture is abundant evidence that the American spirit of individual attainment and of conquest over the forces of nature still lives. These are an expression in educational terms of the inheritance from our fathers. A happy childhood filled with the joy of learning and of mastering one's environment is an earnest of a life of achievement in later years.

One of the recent contributions to democratic education is the recognition of social responsi-

bility. It is an essential part of the spirit of rural education. It finds expression in co-operation which must become one of the watchwords of rural progress. Co-operation means friendship. It means an increase in rural prosperity. It means happy and contented communities. It means a healthful mingling of both the old and the young. It means better schools. It means help for the individual in his time of need. It means the joy of sharing one's life with others. Club work and vitalized agriculture stimulate co-operation as the spring sunshine stimulates the growth of vegetation. Theodore Roosevelt said that the two distinguishing features of pioneer life in America were the capacity for self-help and co-operation. The informal social and economic co-operation of the pioneers is now being succeeded by more highly developed forms of co-operation.

Social responsibility in the form of co-operation cannot be taught to any extent in a formal way in school. But its spirit should permeate the educational atmosphere of a community. The ideal school and the ideal community are co-operative societies with a great deal in common. In the rural districts there is more of social companionship involving both the old and the young than is found anywhere else. This is due to the fact that the rural family is an economic unit. Every member of it is concerned in, and has personal knowledge of, the major economic undertakings on which the welfare of the family depends. To an extent the typical rural community is an economic unit, as the result of similarity of economic interests. As agriculture becomes more highly developed this condition will become more marked. If every family is a miniature college it follows that every community is a miniature university. Such conditions are ideal for a broad and vital education of the young. In intellectual achievement the ancient Greeks probably surpassed all the other peoples of the world both ancient and modern. It was the aim of a Greek father to make his son an independent member of society at as early an age as possible. In the accomplishment of this the superlative advantage that a Greek boy enjoyed was constant association with his elders both in work and in play.

Here is a characterictic phase of rural life whose value we seldom consider. The more attention we give to the essentials of rural education the greater will be our appreciation of the value of this condition. Community meetings of various sorts where the old and the young freely mingle evidence our growing appreciation of this rural asset. The lap of the future holds great developments in this field of education where the interests of one become the interests of all. The need for ethical content in education is universal. Without it the value of all else educational is jeopardized. But character is expressed in the language of life. It is not a mere abstraction. The best expression of the essentials of character is a life lived. But character may be developed through informal teaching and also through precept. In any event it is necessary to know something of the environment of a child so that his temptations are known as well as the good influences under which he lives. As we contemplate the essentials of rural education, let us not forget this even though the need for it is not limited to the rural schools.

The essentials of rural education are peculiarly American. They are a part of the precious heritage bequeathed to us by our fathers. They are the very essence of democracy. Whatever is democratic within the educational field is applicable to rural conditions because the atmosphere of rural America has always been democratic.

The American farmer, living on and cultivating his own farm, has always believed in democracy. It could not be otherwise. His prosperity and happiness depend on the maintenance of democratic conditions. The essential principles involved in the education of his children must be the essentials of the life that he lives. Happily there is no conflict between rural education and education in the city. The principles are the same. Differences in environment bring out differences in their application. There should be as much freedom in their application in the one field as in the other.

I do not know that I could make entirely clear to an outsider the pleasure I have in teaching. I had rather earn my living by teaching than in any other way. In my mind, teaching is not merely a life work, a profession, an occupation, a struggle: it is a passion. I love to teach. I love to teach as a painter loves to paint, as a musician loves to play, as a singer loves to sing, as a strong man rejoices to run a race. Teaching is an art—an art so great and so difficult to master that a man or woman can spend a long life at it without realizing much more than his limitations and mistakes, and his distance from the ideal. But the main aim of my happy days has been to become a good teacher, just as every architect wishes to be a good architect and every professional poet strives toward perfection.

—William Lyon Phelps.

Moral Culture in the Public Schools

By E. D. AUSTIN
Erie, Pa.

PUBLIC morality demands the aid of every public agency, of the schools especially. That the morality of children and youth has long been left to parentage and the home by the rush of our social and business activities, is apparent. The obligation of the state has not been fully realized, and in our country this has been largely due to the traditional American principle of government, the separation of church and state which, right in itself, has involved somewhat of a prejudice against a vigorous prosecution of moral culture in our public schools, especially of inculcating in the minds of the young their obligation of obedience to law as paramount in the growth of character, and imperative in the development of true citizenship.

To inculcate in the minds of the young, first of all, a spirit of obedience in its broadest meaning, social, moral and political, as well as its adaptation in school life, is imperative and a proper expansion of methods must be studied and adopted as the way opens. That such an effort has not been fully pursued in our school system, as it might have been, for many decades is evident. Perhaps the dominance of tradition, as suggested, may have been one cause, and the controversy over the use of the Bible in our public schools may have been another, but this latter is quite foreign to the purpose of teaching obedience to wholesome laws and loyalty to country and to neighbor as the great principles of citizenship.

Disobedience of law, especially since the demoralizing effects of war, and perhaps in our country more particularly, is world-wide today. Crime is rampant; fallacies are persistent and youth is bewildered. We adults have the great trust of guiding the young, and the state should help to the utmost. A definite policy faithfully pursued would, in a few years, bring about vast changes in American citizenship, because youth is quick to respond to wholesome training and is most impressionable in the plastic years.

Religious questions and differences of creed can, and should be, avoided in our public schools, and need never be appealed to if a system of instruction is followed that has in view the character of good citizenship only, leaving to the home and to the church the religious training that conforms to the various creeds of present-day civilization. The three great religions that prevail in our country, the Roman Catholic, the Protestant and the Hebrew, agree upon the supremacy of the Mosaic Decalogue as the basis of all law, human and divine. This code provides a system of instruction perfectly adapted for the special moral culture desired for all classes of students young and old. Its key-note is obedience.

The state can adopt the plan here proposed and avoid complications of political, social and religious creeds of all kinds; it has the machinery fully equipped; can introduce the proposed method with little interference with present programs; its use can and should be brief, which would make it more impressive. Only the atheist, if there is such an individual, a real one, could object to the first table of the Decalogue, and then only without reason.

In adapting the Decalogue to the curriculum the children of the lower grades, if first taught the eighth commandment, "Thou shalt not steal," would see that this one is comprehensive of all the other commandments, since God is robbed in the breaking of any one of the first table, and man is robbed when any one of the second table is broken. Then the shame of lying and the dishonor would be felt, as would all other infractions of the law. Underlying this most magnificent code is the human conception and the divine, the imperative requirement of obedience, which marks it as a unit, one that has been developed in Christian teaching under a single principle—love to God and love to man—principles that should be and are most appealing to the young even in the formative years.

The seventh commandment must, of course, be taught only in the higher grades, with separation of the sexes, and with great tact and wisdom, and when practicable, by competent specialists, but such instruction must not be avoided. This possibly may require more time than the others, but can be made most helpful and even attractive in the hands of competent teachers, who can present the universal law of sex as it prevails in all nature and create in the minds of the young, in life's most delicate years, a deep admiration for nature's program, and the determination to be obedient to its laws.

Such a plan, firmly pursued, would in a few years produce a citizenship in this country of ours that would command the admiration of the world, and awaken a new conception of national character; it would aid in promotion of a democratic spirit and overcome in some degree, at least, the jarring differences in religion throughout the world, because it would exalt the true idea of true citizenship, apart from diversity of creeds and the domination of sectarianism. Yet the supremacy of true religion would in nowise be impaired, or its beneficent ministry be disturbed, but rather advanced by the service of its handmaid, education, particularly the schooling in obedience to law. This is axiomatic.

An additional feature of moral instruction in

our schools should be the teaching of the Golden Rule, which is universally accepted regardless of its origin, meeting the approval of all classes of citizens and everywhere required, not only in religion but also in business and social life, in fact in every department of human activities. The young will also quickly respond to its noble principle which confirms their own experience and will lead to the development of character that is essential not only in moral growth but definitely in a true conception of the obligations of citizenship, politically regarded, which is a primary purpose of moral culture in the public schools.

The adoption of the Mosaic Decalogue, together with the Golden Rule, for the special purpose here designated, would prove to be entirely practicable, acceptable to every reasonable person and would meet the demands of the progressive thought of the times. Moral Culture in the public schools should be made a topic for all conventions of teachers and educational bodies especially and should have the most hearty support of all school boards and their executives. If there is any organization that is endeavoring to promote the effort, it should be most active in prosecuting its purpose. And if there is no such organization, may it not be taken up by some authoritative body and the initiative taken on the definite lines here outlined—the development of true citizenship of the near future through the training of the young in the duty of obedience to law and a conception of the rights of others? This is an imperative, a national obligation.

A Safety Rally

By DORIS GREENWOOD

SIX THOUSAND school children attended the fourth annual spring rally of the Junior Safety Council of Massachusetts on May 5.

Promptly at 10 o'clock the assembly call was given by the Boy Scout buglers, followed by a sprightly march by the Angel Guardian Band.

"The Call to the Colors" and the salute to the flag were followed by numerous safety songs. Enthusiasm was at a high pitch when eight Boy Scouts entered escorting His Excellency, the Governor, who gave a brief speech on safety in general and the automobile danger in particular.

In a colorful pageant, entitled "Safety for All," twenty boys and girls in brilliant native costumes showed how other countries contributed to our daily comfort and showed what protection we should give to them.

An instructive playlet, called "Fire Prevention," presented the personified forms of Fire, Ignorance, Kerosene, Gasoline, Electricians, Campers, Fire Chiefs and Call Men, and was a striking lesson for grown-ups as well as for children.

A visit from the Mayor of Boston and his small sons was a real surprise. Very informally Mayor Nichols introduced his sons, who were sitting with their mother in the Governor's box. As he would have talked to his boys at home by their fireside, so he talked to the 6,000 school children about the danger of scooters, sidewalks and others hazards.

The hall was then divided into two parts, and safety games were played. Girls had one half and boys the other. Those who think that safety games are namby-pamby and dull should have seen this demonstration. The audience felt that the time (twenty minutes) given to this feature was much too short.

The snappy, energetic cheer leaders, girls as well as boys, proved that not all of the world's best cheer conductors are to be found at football games.

The First Aid and Resuscitation demonstration given by groups of the Boston Council of Camp Fire Girls was enthusiastically received. The work was under the direction of Captain Jack Wallace of the Metropolitan Chapter of the American Red Cross. The exhibition included such practical and valuable things as how to use blankets in fires, resuscitation from drowning, asphyxiation, and electric shock, how to transport the injured under varying circumstances.

"Bob" Emery, Big Brother of WEEI, popped in in his usual breezy manner, and told the children his story, "It's Easier to Stop Two Feet than Four Wheels."

Following him came a Maypole and playground dances by children of the "100 safe places to play" in the city.

Perhaps the most dramatic event of the morning was the unexpected arrival of Traffic Officer McArdle on "Ginger." The flags at one end of the Arena parted and the well-loved officer rode proudly in on the horse that means so much real romance and adventure to the children of the Junior Safety Council. The hall echoed to the shouts, whistles and delighted squeals of the young spectators.

Then the door at one end of the hall swung back again, and the famous Marathon runner, Clarence De Mar, ran into the centre of the Arena with the familiar gait that has won him so many honors. After a brief, chatty speech he ran out of the Arena to the ringing applause of his young audience.

With a series of tableaux in which 1,500 children participated, and to the music of four bands and the fluttering of many flags, the fourth annual meeting of the Junior Safety Council of Massachusetts came to a close.

An enterprising Western city recently asked the high school students to write upon "How to Make Better Parents."

Character Education Conference

By CHARLES F. POWLISON

MUCH has been said and written recently about crime and juvenile delinquency. In the midst of this wave of talk about morals those who attended the meetings of the National Conference on Character Education in Schools, arranged by the National Child Welfare Association in co-operation with Teachers College at Columbia University of Friday and Saturday, March 2 and 3, felt the relief that comes to the captain whose ship, battered by the gale, at last drops anchor in the smooth waters of some harbor where he can check up his losses, repair damages, and put his ship in shape to continue his voyage to his final port. The papers presented and the informal discussion from the floor were most heartening to one who is more interested in a constructive program than in loose opinion about the morals of youth. The conference undertook a discussion of the more fundamental aspects of character education, such as the essentials of character and their development, the physical, intellectual, and emotional aspects of character education, and the curriculum problems involved in a program of character education. These subjects were discussed by experts who are familiar with the methods and findings of research in the various related fields and by those who are engaged as teachers or administrators in the actual work of the schools in which youth are taught. A fine balance between theory and practice was thus secured. In the sectional meetings the specific problems presented by the different age levels were discussed, and the demonstrations in the public schools of the city gave opportunity for observing and evaluating methods in actual operation.

The aims of character education as presented in the addresses were the development of (1) the ability to distinguish between right and wrong; (2) the desire to choose the right instead of the wrong; and (3) the ability to do and the habit of doing the right in real situations in life. There was pretty general agreement that ethics or morals should not be taught directly in classes organized for that purpose, and that adult codes should not be imposed arbitrarily upon youth, but that incidentally standards by which the good may be distinguished from the bad, the better from the less good, should be derived from the material of the curriculum dealt with in the classroom, and from the extra-classroom activities, which are coming to play so large a part in school life. It was pointed out that the school life abounds in opportunity for developing individual and group attitudes toward specific moral issues and forming fixed habits of conduct in specific situations. The curriculum problems involved were shown to be no different from those which have to do with the attainment of other educational aims. The same laws of learning which apply in other fields apply equally well here. Learning results only from doing, and the program for moral education cannot stop with information or be concerned chiefly with it, but must provide for activity. With this new emphasis moral training is no longer distasteful to children, especially as it is not labeled as such, but takes its place as a natural and integral part of the varied program of work and play which the modern school presents.

The conference was notable in several respects. First may be mentioned the scope and character of the programs presented. There were three general sessions, one dealing with the essentials of character and methods of their development, another with the physical, intellectual, and emotional aspects of character education as a curriculum problem. There were five sectional meetings devoted to the discussion of problems of research, of character education in the nursery school, kindergarten, and first grade, in the elementary school, and the high school; one section was given to such other activities as the Boy Scouts, Girl Scouts, Junior Red Cross, Girl Reserves, Camp Fire Girls, and the Knighthood of Youth. On Friday afternoon the conference broke up into groups, visiting demonstrations of different types of character education methods used in New York City schools. There were two conference dinners, which were well attended. There was an attendance of approximately 1,200 persons, which represented thirty-eight states including the District of Columbia, and eight foreign countries, Africa, Bulgaria, Canada, China, Czechoslovakia, India, Palestine, and Turkey.

A summary of the effects of this conference would include the following: It revealed a wide and serious interest in character education among those who deal with youth in school, church, welfare organizations and the home. It served to define more clearly the intricate problems involved and to give acquaintance with the progress made by scientific research and also with the practical devices employed in the field of character education. It stimulated the zeal of workers in widely separated regions who were able to meet and share in discussion with a large number of others whose interests and problems were similar to their own. The printed proceedings of the conference will make available to a much larger group than were present at the conference, the valuable material that was presented.

Personal and Professional

JOHN ERSKINE, professor of English literature at Columbia University, and author of revamped legends, resigns to accept the presidency of the Juilliard School of Music. Dr. Erskine has been on extended leave of absence from Columbia since the first of the year. Professor Erskine has been chairman of the committee on administration of the Juilliard School of Music, which has inherited ten million dollars by the gift of the late Augustus D. Juilliard.

Dr. Erskine is author of "The Private Life of Helen of Troy," and has been professor of English at Columbia for twenty-six years.

KATE STEVENS of London, who was in the United States and Canada for nearly a year from July, 1926, sailed from San Francisco to Japan on September 28, 1927, writes us from Australia on March 31. In six months she visited quite adequately the leading cities in Japan, China, and Australia. She was enthusiastically received everywhere, and was highly honored everywhere, and addressed the most important educational institutions everywhere, either in English or through an interpreter. She is immensely pleased with Japan civically and educationally. She realizes that China, the giant as she is, will suffer much in the birth throes of a new nation, but her faith in the ultimate glory of China is sublime.

This is the second "around the world" tour of observation which Miss Stevens has made, and she will extend this trip nearly another year.

She is in a class by herself. She was for many years at the head of the most famous public girls' school in London. She was for a time the president of the Educational Association of the city.

Miss Stevens has visited this country several times. Three years ago, at the age of seventy, she retired from active service as a pensioner, and in the enjoyment of ideal health improved by absence of all administrative responsibilities, and financially care free, she is enjoying the world in its largeness as we have never known any other woman to enjoy it.

MRS. THOMAS L. GIBSON, who passed away in her home in Baltimore recently, was widely known, universally admired and esteemed. Mr. Gibson was one of the famous county superintendents of Pennsylvania, and their home in Ebensburg was hospitality raised to the *n*th power.

Of late years they have made their home in Baltimore, Mr. Gibson being high man in institutes and conventions as leader and instructor in music. He has been the publisher of highly popular and valuable music books, and Mrs. Gibson has shared his professional service, and they have retained the friendships of the Pennsylvania days.

Mr. Gibson, as supervisor of music for the State of Maryland, has contributed much to the educational fame of the state.

In Baltimore Mrs. Gibson was active in social and professional life, and has reared three sons and a daughter, all of whom honor their parents in every way.

AGNES STOWELL, 1056 Euclid avenue, Berkeley, California, lecturer on Hard of Hearing Children, University of California, Berkeley, is rounding out a remarkably interesting professional career by devoting herself to the teaching of lip-reading to hard-of-hearing children. She was largely instrumental in the creation of a department of Lip Reading in the National Education Association, of which she is vice-president.

Miss Stowell is graduate of Leland Stanford University, and has been an educational leader in California and the Pacific Northwest, then for several years had an important principalship in Brooklyn.

A few years ago Miss Stowell went to Berkeley, California, and has devoted herself to helping hard-of-hearing children to getting much out of life, and the University of California is promoting opportunity for her to magnify her mission.

DR. CHARLES R. BROWN, who has retired from the position of Dean of the Yale College Divinity School, where he has served for seventeen years, has been eminent as a teacher as well as a preacher. No man in any professional service has been more welcome on any and every platform than has he. His professional life has been in Boston, where he was a brilliant young clergyman; in Oakland, California, where he was one of the great preachers of the Pacific Coast, and now he closes a remarkable service in one of the noblest universities.

Boston Herald recently had the following paragraph in an extended editorial upon Dr. Brown's noble service:—

"He has been heard before every sort of audience, and always he has won his way both by virtue of the content of his thought and because of his own quality as a man. He has been popular in an unusual sense, never playing to the galleries, but always making a definite impression on his auditors."

MRS. S. M. N. MARRS, wife of the state superintendent of Texas, is president of the National Congress of Parent-Teachers Associations. We recall no other instance where the wife of a state superintendent has nationalized the family.

Mobilizing Against Contagion

FOLLOWING rules and regulations were adopted in March of this year by the Board of Education of Evansville, Indiana. The code was submitted to the Indiana Board of Health, the American Child Welfare Association, and the United States Health Bureau, and is believed to be the best that sanitary science has to offer at the present time.

1. THE RESPONSIBILITY OF THE PRINCIPAL

a. The principal should take at any time such *immediate* steps as he thinks are necessary to protect the health of the children. He should report to the superintendent's office what he has done, only if his action has not been authorized previously. This gives the principal a freedom of action commensurate with his responsibility.

b. On the receipt of authentic information from any source that a pupil was ill in school with a contagious disease he should *immediately* proceed with disinfection as described in paragraph 4. If the child was not ill in the school it will not be necessary to disinfect, unless the chief of the school medical staff orders disinfection.

c. The principal (or the clerk) should give *immediate* notice to the City Board of Health office of any case of contagious illness, either certain or suspected. The names and addresses of all children absent two consecutive days should be *immediately* reported to the Board of Health when the principal has any doubt about the cause of the absence.

2. THE RESPONSIBILITY OF THE TEACHER

a. The teacher should *immediately* send home any child with marked symptoms of illness. It is not necessary for the teacher to consult anyone, if she suspects a case of contagious disease. The regular school Exclusion Notice should be used and a copy sent to the principal. *Immediate* isolation of suspected cases of contagious illness is the aim.

b. Children known to have had contagious disease should not be readmitted to the class without a certificate from the attending physician, or from the Board of Health.

3. THE RESPONSIBILITY OF THE HOME

a. Give *immediate* notice to the school of contagious disease.

b. Do not send a sick child to school.

4. DISINFECTION PROCEDURE

a. All fumigation is to be abandoned, as an ineffective practice no longer used in progressive communities.

b. Open all windows in the home room of the sick child, and keep them open for nine hours, or one full day.

c. Scrub thoroughly with plenty of hot water and soap all desks, door knobs and stair rails in the building that were used by the sick child; scrub the floor of the home room of the sick child; also scrub all window ledges and blackboard ledges in that room.

d. The child's books and desk belongings are to be sterilized in dry heat at 200 degrees for at least an hour.

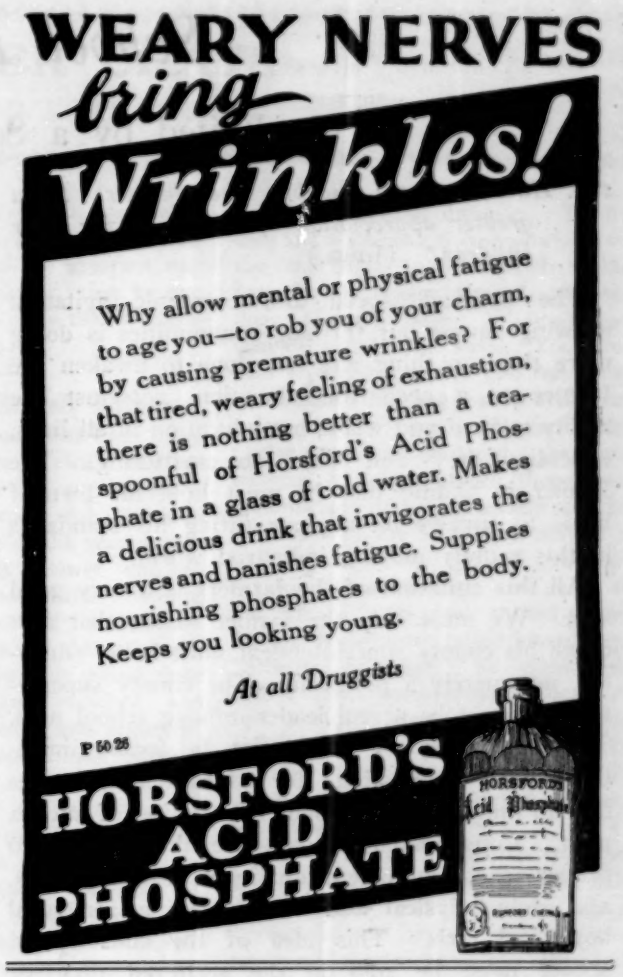
e. The work of disinfection will be supervised by the principal. Any parent, or other interested person, is welcome to observe and inspect the disinfection.

5. GENERAL PREVENTIVE MEASURES

a. Get as much sunlight as possible into the rooms, consistent with eye health.

b. Rooms should be regularly flushed with fresh air, at least once during the morning session and once during the afternoon session. The windows should be opened as far as possible to get the maximum of fresh air. Open window rooms cure "sick" children; they benefit "well" children.

c. Most infection comes through the mouth and nose. Train children to keep hands, fingers and articles from mouth and nose. Emphasize the washing of hands before eating. Keep the finger nails clean. Cover with handkerchief the mouth and noze when sneezing or coughing. Banish the "common" pencil with the "common" drinking cup.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School Problems

Edited by a School Executive

130. How can we awaken the farmers to a greater appreciation of education for their children? (Iowa.)

The political, social and economic agitation growing among our farming communities is doing more than anything else has done to awaken the farmer to a need for education, not just the ability to read and write, but education in all lines, education deep and wide, no smattering. The farmer is finding that he must hold his own if he is to survive on a plane fitting his standards in this rapidly moving industrial world.

All this agitation of the farmers is a very good sign. We must help the farmer to see that first of all his county superintendent must be an educator, not merely a politician. The county superintendent must be a real leader among school men. Taking chances on this point is foolhardiness. Community associations for educational purposes can do much to bring about the election of such a man. Consolidated schools are the answer to proper school equipment, quality in teaching corps, and right physical and social training for rural boys and girls. This idea of the consolidated school must be sold in the scattered districts. Traveling libraries that shall contain up-to-date, good magazines as well as books are of inestimable value. The pedler of "notions" in Colonial days was but a faint forerunner of the traveling library. Its possibilities have only been scratched. Lastly schools for adults need to be promoted in farming districts; all kinds of schools and all kinds of classes. We need health classes, cooking classes, farming classes of all kinds, current events classes as well as groups of classes in the tool subjects. The farmers need these classes from a social as well as a scholastic point of view. These are but a few ways in which we can help to awaken the farmers to a need of greater education for their children.

131. How can we make our school boards see the importance of the school librarian? (California.)

First by selling the idea to the teachers themselves. This can be done by putting in trained librarians who realize their opportunity—not only to influence and guide children's reading but act as a kind of adviser in the work of gathering material in problem, project, or "job" work. The librarian is one of the best of "helping teachers."

In some systems the library is a kind of study hall and here the problem of supervised study comes to the librarian. Story telling is also her job.

The demand for more librarians, and I believe they are more necessary in big elementary schools than in high schools, will mean better trained people, and this demand on the part of the school people with its accompanying education program will eventually convince the public and school boards of the need of school libraries.

132. What do you think of a monthly bulletin from the superintendent to the teachers? (Tennessee.)

Very good idea, particularly if he has anything to say on it. Like a teachers' meeting, regularly called, month after month it can be arranged first and filled second. On such a plan it soon loses all force. The bulletin idea is a very good one, and should be used more by superintendents, particularly if the superintendent has few meetings and cannot keep close to his teachers. However large the system the superintendent is wise who keeps some direct contact with his teaching corps, and the monthly bulletin is one means by which he can always do it. It is usually a better plan to have a bulletin whenever needed rather than to have a regular monthly issue. It gets more attention.

Many superintendents use the letter form, informal or in the form of a notice, rather than the printed sheet. This has the personal attention attitude.

133. How many clerks should a school have?

I am glad to see that the point of having any is settled, and that it is only a matter of how many. I was under the impression that many places had to be educated to the need of having one, but if you have progressed that far I truly congratulate you and only wish we were all there.

Now as to number. Not long ago I heard a noted educator say one clerk to every five hundred pupils. That may be all right for a high school average, but in an elementary school or superintendent's office it may be another story. Certainly a school of five hundred or more should have a clerk and if you do much testing or other work entailing clerical assistance you can most profitably use two if your number approaches a thousand.

Most superintendents need more than one clerk. For instance, a system of three thousand needs at least two or three clerks according to the amount of clerical help in the individual buildings. This is a common weak spot in our schools.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The Earthen Lamp

Many, many years ago in Greece lived a poor despised man by the name of Epictetus. Nature had been most unkind to him, for he was crippled by the tortures that he had endured and was so ugly that children made fun of him when he hobbled along the streets. As though all this were not enough he was a slave—not even the slave of a royal master, but the slave of a slave who had bought his freedom with a sum of gold. Epictetus, however, was a philosopher. He believed and taught that how a man looked or where he lived or whether he was slave or free made no real difference so long as his immortal will was not under the control of vice or passion, or any other degrading thing. Learned people came from far and near to listen to him, and all went away feeling that they had been blessed by every word he said. When Epictetus died it was found that he had left after him only an earthen stove and a little earthen lamp. In the crowd that gathered to see these pitiful remains of a great man was one who all his life had wished to be a philosopher. Because he was ignorant he could only go about mumbling to himself, clothed like a philosopher and wearing the long beard of one, but like one in no other way. A friend of this ignorant man bought the earthen stove. "It will serve to warm me," said he, "and I shall have some pleasure out of thinking that Epictetus and I have drawn comfort from the same flame." "It is a good thought," said the man who wished to be a philosopher. "I shall buy the lamp. By its light, no doubt, Epictetus read many of the truths he taught. Perhaps as it enlightened him it will enlighten me." When the man had placed the lamp upon his own shelf and lit it, he sat before it long hours gazing into its flickering glow. His friends all gathered about him and said: "See how it lights up his eyes! See how it ennobles his face! Truly this is a wonderful lamp." Beside the man, closed up and bound with a cord, was a parchment containing the words of the master. One day a friend of Epictetus went by. He saw the ignorant man sitting before the feeble light. "Foolish fellow," he said, "why do you gaze into that earth-light which Epictetus used only in the dark to aid his human eyes? Why do you not look earnestly into the real flame that burns unseen in every word that is written on the scroll beside your hand?" Then the ignorant man was ashamed and knew that he was never meant to be more than a make-believe philosopher.

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Fences Are Selfish Things

On a beautiful road that leads down to the South Shore a rich man has built a noble house and surrounded it with the most wonderful gardens. Here, in the spring of the year, it was sheer joy to go by slowly and see thousands of crocus fairies dancing circles of lovely colored light around the gray-purple bases of the tall beech trees. Then the jonquils lifted their banners of gold and marched and marched in companies and regiments and armies wherever a road broke a way through the encircling grass. Here and there at the head of the golden regiments marched the tulip bearers lighting the way with flaming beacons of loveliness. When the golden army had passed down the winding ways of the wind, the purple irises lifted their banners and rustled their green swords and made mimic warfare across the tiled paths. All that is now in the past, for yesterday the passerby, looking for remembered loveliness, found his hopes shut out from the beauty beyond by an enclosing fence of stone.

If one were to speak to the rich man about his flowers and his fence he would say, no doubt: "They are both mine to do with as I will. I planted the flowers for my own pleasure. People bothered me looking in at all times of the day." Of course one could not answer his argument,—that is not with words, but deep in the heart would be a feeling that he is a selfish person who creates beauty and then shuts it away from the eyes of those who long to enjoy it. One cannot help thinking that man's work in the world is the work of the flowers that scatter perfume, of the bird that sows the very air with song, of the cloud that sifts down the blessings of the rain, of the sun that floods all things with noble light. He who toils in the right spirit to create beauty does not imprison it in stone walls.

Ye-oh, Heave!

The new tracks had been laid and the ballast filled in. The rails ran straight and beautiful and strong, vanishing to a point in the blue distance. Twelve men and a foreman moved slowly down the long line. At a word from the foreman the twelve stopped and put their crowbars under the rails and bent their backs and waited. The foreman leveled his eye to one rail. "Ye-oh, Heave!" he sang out in a musical voice. At the word "Heave!" the twelve backs straightened, the arms stiffened, the legs braced themselves, the crowbars lifted just a little and the huge rails of the long track shifted a half inch. "Ye-oh, Heave!" sang out the foreman once more, and again at the "Heave!" the track shifted again. At last the foreman raised himself up. "Straight as a dye," he cried out. "Move down another twenty ties." A few moments later with a thunder and roar the great western express rumbled by, the engineer, in the cab, waving a friendly greeting to the men beside the rails.

"Ye-oh, Heave!" Men listen and wait for the magical words that call them together and weld the puny strength of one into the might of the many, and the tracks of life move and are straightened out for the swift passing by of a noble ideal. "Ye-oh, Heave!" mighty buildings rise up in grandeur. "Ye-oh, Heave!" stalwart ships put out into the angry seas. "Ye-oh, Heave!" roofs rise over the homeless, the sick and the weary of life. "Ye-oh, Heave!" and the littleness of man rises up until the clouds are beneath it and the mountains crumble at its touch and the secrets of the stars reveal themselves. "Ye-oh, Heave!" In these words are summed up the secret of man's upward lift out of the mire and the scum of things into the brightness of spiritual understanding.

That Immortal Sea

(William Wordsworth.)

Very often, in a single sentence, a poet expresses a mightier truth than an orator conveys in a whole speech or a writer in a full-sized book. The true poet deals only with the most precious gems of thought and tries, through the skill with which he handles words, to pass them, glittering and beautiful, into the spiritual hands of men. The poet yields his real treasures only into the keeping of those whose souls are fit to receive them. To the ignorant and the foolish and the evil-minded he gives but a shady counterfeit exactly suited

in point of value to their own unworthiness.

To be able to understand and appreciate with emotion the message of a poet like William Wordsworth is to recognize our own spiritual value.

This does not mean that we must be able to understand every idea the poet puts forth. That would be no more possible for the average soul than to understand perfectly the flower that blooms beside the road or the bird that sings above.

Within the song of the true poet is the same deep and hidden spirit as within the flower or bird or glance of kindly human eye. But just as we can thrill at the loveliness of the flower and pause in wonder at the liquid song of the wild bird, without attempting to understand either, so we can answer the message of the poet with responsive heart, receiving it and making it part of our soul's experience, like any other of God's wonderful and lovely things.

The poet sings, below, of shadowy recollections! What are they? Whence do they come? Who has not had them, stealing in through the worry and work of the day like shy angels, the glitter of whose wings appears only to disappear; stray bits of fragrance full of the essence of pine woods; visions of great mountain tops; faces we have seen before somewhere but cannot recognize; deeds we have done and long forgotten; words that are said, that have been said before, all these are

Those shadowy recollections,
Which, be they what they may,
Are yet the fountain light of all our day,
Are yet a master light of all our seeing,
Uphold us, cherish, and have power to make
Our noisy years seem moments in the being
Of the eternal Silence; truths that wake,
To perish never;
Which neither listlessness, nor mad endeavour
Nor Man nor Boy,
Nor all that is at enmity with joy,
Can utterly abolish or destroy!
Hence, in a season of calm weather,
Though inland far we be,
Our Souls have sight of that immortal sea
Which brought us hither,
Can in a moment travel thither
And see the children sport upon the shore,
And hear the mighty waters rolling evermore.

Tyranny

It was evening and the philosopher was weary with the day and the heat. He sat slowly and carefully down upon his soap box.

"A man may progress far," said he, "in intellect and power and wealth and be a ruler over destinies of men and still be, in spirit, below the level of the herder of his swine.

"There is a land of soft winds and warm sunny rains filled with the perfume of flowering things. Here, in the old days, dwelt a kindly race of men who thought more of lovely pictures from the artist's brush, statues chiseled out of white marble, and poems dreamed by spirits searching after truth, than armaments and shields and mighty engines of destruction.

"On a bright day, when birds sang and nature smiled and the hearts of men were filled with joy, a huge figure appeared on a northern hill shining in mail and wearing on his bushy head the helmet and the crimson plume that marked a conqueror. Behind him a gleaming horde like unto himself writhed in and out among the hills—a fierce dragon, on whose stout body glittered the shields of warriors like shining scales.

" 'I have come,' said the conqueror, to the elders of the happy people, 'to rule over you and yours. Too long have you dreamed and sung here in this fertile land. You need strong men to stand between you and the cruel world beyond.'

" 'But we are happy as we are,' cried the old men. 'What need have we of you?'

" 'Seize them,' said the conqueror, 'and cast them into chains.'

"Once again had the seasons changed. The conqueror was seated on the throne within the great hall, where in the old days the white-haired elders made the laws. Before him stood a thin old man, whose hair crowned his noble head like a white flame.

" 'Through you,' said the conqueror, 'I speak to those whining dogs. Tell them to lay here at my feet before the set of another sun the gold and jewels they possess.'

"The old man raised his thin hands. 'Already have they done so. There is nothing left.'

" 'Then I shall sell your sons and daughters into bondage in a foreign land. I came for gold and gold I shall have.'

"When the old man carried the tyrant's words to the people in the court a groan went forth and strong men fell on their faces in the dust and wept.

"That night under the friendly stars swift runners went forth to a far-distant king.

" 'Come,' said they, 'and rule over us. We have heard your praises on the lips of men. You will, at least, do justice by us. In your hand is our destiny, for under this dread tyrant the roots of our national life are withering away,' and when the king had listened to their pictures of the tyrant who ruled over them, he leaned his head upon his hand and thought.

" 'I wonder how this thing can be,' said he. 'I once knew a man who bore a likeness to this beast. I shall return with you. I wish to spy out, in person, the strength that I shall have to meet if it so happens I must bring an army against your walls.

" 'Mark well my words. I shall be a servant to your chief and in the servant's garb shall gain entrance to this king.'

"And so it happened that after many weeks the runners returned and with them the king of the far land. It was afternoon, when, walking humbly in the rear, he followed the white-haired chieftain of the people before the tyrant's throne. He looked long upon the dark face before him.

" 'I have seen enough,' he whispered. 'Let us go forth.'

"That night a murmur went from mouth to mouth among the people of the land. Old swords were whetted till they shone like gold, and spear heads were fitted into ashen poles.

" 'Tomorrow,' went the glad word, 'we shall be free.'

" 'But where is the army of the good king?' cried those who doubted.

" 'Tomorrow, somehow, we shall be free,' came back the answer under the stars.

"It was high noon when the good king followed again the white-haired chieftain into the presence of the tyrant. His right hand was hidden under his long robe. While the tyrant and the chieftain talked, he slipped aside until he stood two arms length behind the tyrant's chair.

"Suddenly he threw off his robe and stood in a shaft of sunlight glittering in his kingly mail. In his right, uplifted hand writhed a long whip such as they use on mules. The lash fell on the tyrant's back.

" 'Down on your knees, you vile dog,' said the king in tones that made the heart tremble. Again the lash fell, raising a blue welt across the tyrant's face. With a cry he sprang up and faced the king, then, with a groan, sank on his knees, receiving the hissing lash upon his bare back."

The philosopher drew a dry fig from his old, leathern wallet and munched it slowly.

"The instinct of the slave," he said, at last, "is to obey; that of the free soul to look its danger in the eye. The tyrant had once been the slave of the good king."

EDUCATION IN ACTION

High Schools Ban Fraternities

Members of fraternities and sororities in the high schools of California cannot take part in school athletics or be eligible for scholastic honors. Action barring secret society members from all extra curricular activities was taken up at the thirteenth annual convention of the California High School Principals' Association at Long Beach when a resolution was adopted declaring that fraternities and sororities in high schools are detrimental to scholarship, impossible to supervise, and set up false standards and values among high school students.

Parents of Pupils Threatened With Arrest

The parents of twenty-three children attending the district school at Kirkland, N. Y., a suburb of Utica, were threatened with arrest recently to compel them to return their children to the school from which they had been kept in protest against the teacher. Armed with an order from Charles Dawes, school trustee, ordering the return of the children to school, a truant officer visited all the homes of the missing ones, but failed to find either pupils or parents. All had gone to Utica to consult attorneys and to prepare a petition asking for the teacher's removal. The trouble started several weeks previous when the teacher sent a boy home after whipping him for misconduct. The parents of nine children said that they would not permit them to attend school so long as the boy in question was a pupil. Other parents took their children from the school when the boy was suspended. The parents of the boy invoked court action, but the case was dismissed.

Credits Schoolmaster With Highest Service

"There is no finer contribution one can make to his generation than to be a fine schoolmaster," the Rev. Harry E. Fosdick, pastor of the Park Avenue Baptist Church, New York City, declared at a reception given Professor Henry Carr Pearson, retiring principal of Horace Mann School of that city. A thousand alumni, teachers, students, parents and friends met to honor Professor Pearson, who has served as principal of this model school for twenty-five years. He will now devote his time to the writing of textbooks, of which he now has more than 7,000,000 in circulation.

Playground Called Field for Schools

Playgrounds should be controlled by the public schools because the schools, more than municipal administrations, are awake to the needs of playground work. This was the statement made by Frank A. Helton, commissioner of Santa Monica, Cal., before the recent session of the Playground and Recreation Association of America, western division.

Instruct Boys In Home Crafts

Instruction in phases of home economics for boys is being offered by the schools of numerous cities, according to the Federal Bureau of Education. The venture is not a new one, but during the last two years the feeling among educators and the laity that boys need instruction in principles underlying a successful home life has grown. The home economics survey made by the Bureau shows that in all the states save six home economics instruction is offered to boys, and that the total enrollment of boys in these courses is 7,017. This enrollment is distributed among the four types of high school, but the larger proportion is found in the junior and regular high schools.

Faculty Increases Slower Than Student Body

Increases in the number of faculty members in institutions of higher education have not kept pace with increases in the number of students, the Federal Bureau of Education states. The ratio of students to professors and instructors in 1926 was 13.2, as compared with 12.9 in 1924 and 12.4 in 1922. The total number of professors and instructors in 975 institutions reporting to the Bureau in 1926 was 62,224, of which number 48,649 were men and 13,575 were women. The total number of students enrolled in the institutions was 822,895, of which number 509,732 were men and 313,163 were women.

High School Statistics

The public high school in the United States, in the one century of its existence, has attained an enrollment of approximately 4,000,000 pupils, according to the Federal Bureau of Education. It estimates that fifty-three per cent. of all pupils of high school age are enrolled in secondary institutions, 4.8 per cent. of them being enrolled in private high schools and preparatory departments of higher institutions. The number of graduates from high schools during the school year 1925-26 shows increases over the 1920 figures of 110 per cent. for boys and 74.2 per cent. for girls. While more girls than boys graduate from high school, more boys than girls attend colleges. The percentages of the 1925 graduates who attended some colleges during 1926 are given as 37.4 for boys and 27.8 per cent. for girls.

Socialized Recitation Under Trial at College

An experiment in socialized recitation in college work is being conducted by the State College of Washington in classes in oral English. Students have entire charge of preparing and staging programs at each session of the class. The classes have been organized, each being directed by a president, a secretary and two critics. The professor's duties are mainly advisory, the practice being for him to give a brief constructive criticism of student work at the end of the period. Among advantages of the method are development of naturalness and ease in the speaking conduct, cultivation of an "audience sense" on the part of the students; and criticism by fellow students as well as by the instructor.

World News In College Daily

Editors of the University of Minnesota Daily became convinced that a college student's thought is often concerned with matters of greater importance than "pep sessions" for sports, week-end "trots" at fraternity houses and campus "politics." They put the theory to work, and found that it did work, too, judging from the favorable comment from students after a three-months try-out. Several times a week during this period the Daily published first-page stories based upon economics, political science, history and kindred subjects, material for which was obtained from various authorities on the campus. The innovation was originally suggested by Professor E. M. Johnson of the Department of Journalism. During the winter quarter many of the stories were written by students in one of Professor Johnson's classes under his supervision. Now that experiments have proved the value of the plan, editors of the Daily will carry it forward on their own responsibility.

Japanese in Hawaii First in School Lists

American citizens of Japanese parentage increased their enrollment in the Hawaiian school system by 2,326 during 1927, it is revealed in figures compiled by the Hawaiian Department of Education. The total enrollment of Japanese students in the island schools during 1927 was 34,450, which compares with a total enrollment of 32,224 for 1926. There are but 3,017 Caucasians enrolled in the territorial schools, the report indicates. Contrasted with the increase of the Japanese students, the enrollment of Spanish, Portuguese and Porto Rican students shows a decrease for last year.

Education of Peons Shows Progress

Education of the Mexican peon is progressing rapidly and on a firm basis, Dr. Aubrey A. Douglass, chairman of the department of education of Pomona College, Claremont, Cal., declared upon his return from a mission to Mexico recently. During the last three years more than 300 schools have been established in agricultural regions of Mexico, he said. In these schools laboring men and women are being taught the rudiments of knowledge and answers to the everyday problems of life. "It is not a superficial education grafted onto their daily experiences," Dr. Douglass asserted, "but one that fits into and improves their lives."

College Students Protest Unfair Publicity

Within the last few weeks reports have come in from four distinct localities in the United States indicating that college students are resenting a growing type of publicity misrepresenting campus life and activities. The Western Association of College Comics, meeting at the University of Washington, has banned reprint rights from their magazines and adopted a resolution opposing numerous college films as misrepresenting true college conditions. Dartmouth College officials issued a statement after the recent freshman and sophomore class rush placing the responsibility for exaggerated reports concerning the conditions surrounding the rush upon a local news bureau. "The injustice done the individual underclassmen whom the correspondent singled out and played up sensationally in the press of their home towns is great. Dartmouth College has suffered correspondingly. The college authorities will take action to protect the colleges . . . and to prevent a repetition of similar misstatements in the future," the statement said in part. Pennsylvania State College students have expressed themselves as opposed to the so-called brand of "collegiate movies" presented for public consumption in recent years. Movies of campus co-ed cut-ups and impossible presentations give the public a wrong impression of the present-day college, the students declare. The American Association of College News Bureaus, meeting at the University of Cincinnati, adopted a new code embodying ethical bases to guide college and university news directors in their relations with the press. "College news should be news, not propaganda," the announcement read. "An educational institution is a public trust. It is the duty, therefore, of its news director to place before the public a full report of the activities which concern the public or about which the public desires information."

Junior College to Have A Temple for Home

The board of education in Port Huron, Michigan, has bought the former temple of the Maccabees to house Junior College. The building is of white stone with an entrance in the Grecian mode, and was built at a cost of $85,000. The school board's price, $30,000, is considered absurdly small. The interior of the building will be remodeled for the college. The building stands in a little park at the intersection of two attractive residence streets.

Mexican Teachers Trained by Radio

Teachers in rural schools of Mexico must keep pace with progress in education, the department of Public Education has ruled, and to do this radio conferences have been invoked for the first time in Mexican history. The teachers attend radiocast lectures in their own schools and receive over the air information from the department's private station in Mexico City. The Government has purchased elaborate receiving apparatus for this purpose and sets have been installed in rural schools of the states of Mexico, Puebla, Morelos, Hidalgo and Taxcala.

Schoolboy Cops Prove Popular

Most schools which have tried out the schoolboy traffic cop idea unhesitatingly pronounce it a success, declares the Pathfinder. At first the juvenile safety patrols were inclined to be over-zealous, to the annoyance of motorists and regular policemen, but they now confine their activities to waiting for a chance to escort tiny tots across the street instead of delaying vehicle traffic. Children of schools where such protection is provided get a better understanding of what "safety first" really means. A badge, special arm-band or white harness indicates authority of the youthful crossing policemen. And they have authority, as some motorists who ignored signals have found to their court cost. In some places the patrols, organized by the American Automobile Association, are equipped by the Rotary, Lions, Kiwanis Clubs and other civic spirited organizations.

Phi Beta Kappa Award Refused

Miss Olga Rubinow of Philadelphia, Pa., a student at the University of Wisconsin, has declined election to Phi Beta Kappa, national honorary scholastic society, because she believes high grades are not "a genuine criterion of true scholarship and intellectual achievement." In a letter refusing the honor she said she was opposed to the bestowal of formal honors on the basis of high grades. "The distinction," she added, "is often conferred upon the unworthy as well as the worthy. A large part of the worthy who do not happen to excel in grades are excluded."

Denver School Teaches Students Special Subjects

"You can do it" is the motto of an Opportunity School in Denver, Col. The object of this school is to teach a student any subject that he wants to be informed about regardless of his age or previous preparation. Attendance last year was 9,500. Of these 7,000 were more than eighteen years of age. Most of the students are employed or seeking employment. While they were keen on preparing for work they showed also a desire for information and culture. Denver business men, it is said, look upon the Opportunity School as their school, from which they can get interested employees and to which they can send employees for training.. Not only is there no age limit, there are no entrance requirements, and no specified time for the completion of a course. The school emphasizes big facts in a subject, makes special effort to help those who most need help, and places thousands of students in positions.

Business Schools Scope Is Outlined

Keeping up with the rapid changes in American industry is one of the chief problems facing university schools of business. "Industry is developing so rapidly that collegiate schools of business have to be constantly on the job if they are to keep in step with the stride business is setting," said John T. Madden, dean of the school of commerce at New York University, newly elected president of the American Association of Collegiate Schools of Business.. "Not more textbooks," he said, "but more men with an understanding of the complex organization of commerce, are needed if collegiate schools of business are to maintain even their present standing."

Annie Laurie School Small

Britain's smallest school is claimed by Fingland, where once ruled as laird, Douglas of Fingland, the rejected suitor of Annie Laurie and writer of the famous song. There are only three pupils, a shepherd's family, but they have a fully qualified teacher. The school is in a remote and lonely spot.

Objects to Teaching Evolution in Schools

Supplementing a statement made at a recent meeting of the Manchester, N. H., school board relative to history books and primers now offered for use in public schools, Committeeman William F. Glancy said that it was unfair to teach evolution when the study of religion is barred. Many of the modern series of textbooks, he declared, treat of the subject of evolution. They describe the present scientific theory of the origin of the earth and man and present pictures to illustrate the point.

ATTENTION NEW ENGLANDERS!

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TREND OF THE TIMES

AUTOMOBILES are still the exception rather than the rule on the Continent of Europe. At the present time an automobile in France is a privilege; in Germany, an instrument of domination; in England, an element of comfort; in Italy, one more reason for loving modern life, while in the United States it is merely a current utility, in the opinion of European motor dealers.

UNEMPLOYMENT is the most conspicuous and most characteristic evil of post-war time, in the opinion of Gustav Cassel, professor of economics at Stockholm University, who is to lecture in the United States. "We have been tampering with this evil with all sorts of quack medicine. We must have a correct diagnosis," he asserted. War debts, free trade, returns on investment, capital in colonial development and stabilization of the world's monetary system are, in his estimation, the most important points to be considered toward a solution.

OLD MAIDS were unknown in the old days in Turkey when polygamy and arranged marriages made wives of all Turkish girls, usually when they were still in their teens. The present generation, however, is giving to Turkey its first old maids. The abolition of polygamy, the increased cost of living, the decrease in the number of available husbands due to the wars, have been factors in the marriage market slump. The growing economic independence of women also is producing a new type of Turkish bachelor-girl who welcomes spinsterhood as one of the most valuable of her newly discovered opportunities.

FOREIGN DEFENCE force of Shanghai, composed of troops from Great Britain, United States, Japan, France and Italy, has decreased to 10,000 from the 35,000 of last year. There are about 1,000 more men available from the warships in the harbor. Britain, too, has more men in Hongkong, the United States in the Philippines and France in Indo-China, all of whom could be quickly made available.

LOVE OF LUXURY is everywhere in the world tending to produce fewer marriages and fewer births, declares Dr. Charles V. Chapin, who for almost forty years has supervised the collection of vital statistics for Providence, R. I. "In most of the advanced countries of Europe for several years the tendency of both marriages and births has been downward," he said. "I believe this is generally due to the fact that people don't feel they can afford to either marry or have children."

MUSICAL INSTRUMENTS exported from the United States last year played a $17,673,207 tune. The selection represented gains of eleven per cent. over 1926 and 110 per cent. over 1921. Phonograph exports alone gained 60 per cent. over 1926, with Argentina the best customer. Exports of pianos, music rolls and string instruments declined, but band instruments, organs and records showed gains. Exports of band instruments to Germany, one of the biggest band instrument producers, nearly doubled.

EUROPE still finds amusement in the motto "Time is money," but American business progresses by it; last year it used 7,000,000,000 more telephone calls than letters.

WINTERS are not getting warmer, according to the United States Weather Bureau. Its records show that there has been no appreciable permanent change in the weather of the Northern Hemisphere during the last fifty or sixty years. Weather records for various sections of the country show that the winters are as cold on the average as they were half a century ago. The "old-fashioned" severe winter that elderly people are fond of telling about is a psychological illusion. It is human nature for people in their reminiscenses to exaggerate past events, especially the hardships of early life, the Bureau states.

WITH ALL the women who have taken to aviation as pilots, passengers, students and the like, it might well be assumed that scores of women fliers are now licensed as aviators. But the presumption, it seems, would be incorrect according to figures of the department of commerce. For according to statistics of that department there are only nine women licensed pilots and of these nine only one is a licensed airplane mechanic. Ruth Elder is perhaps the most prominent.

KISSING, handshaking, handkerchief waving and other farewells at railroad stations are responsible for a great percentage of present-day railroad fatalities, the director-general of the Austrian State Railway declares.

The BOOK TABLE

STATISTICAL METHODS FOR STUDENTS IN EDUCATION. By Karl J. Holzinger, University of Chicago. Cloth. 372 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

It is entirely safe to assume that no one will attempt to survey any phase of education scientifically without first mastering the technique of this book. Even specialists who have thought they were experts are sure to qualify scientifically by taking a stiff course in Holzinger's elaborate "Statistical Methods for Students in Education." Even persons who have no ambition to qualify as surveyors will need to master this book in order to read intelligently any survey by a scientist.

MENTAL HYGIENE. By Daniel Wolford LaRue, Ph.D. Cloth. 443 pages. New York: The Macmillan Company.

We have enjoyed examining this book greatly, but we do not like to write about it. It is not a book for anyone to write about. It is apparent that Dr. LaRue has read extensively and thought intensively, that he follows no one authority blindly, that he has no patience with any rhapsodists, that he has done his own thinking and speaks his mind freely.

Here are a few sentences to which LaRue has worked up intelligently: "Obedience is not a form of hazing. It is a community project. . . . Obedience is a bond formed between obedience and all-getting-what-we-want." "Our high school students are not ready to graduate unless we have led them to prize health so much that they will seek it and pursue it."

THE PROGRESSIVE PRIMARY TEACHER. By Martin J. Stormzand, Occidental College, and Jane W. McKee, University of Southern California. Cloth. Illustrated. 352 pages. Boston, New York, Chicago, Dallas, San Francisco: Houghton Mifflin Company.

Los Angeles County is one of the most important centres of improved education in the New World. It has demonstrated high efficiency in adapting the best of theory in the sanest practice. There are universities in Los Angeles whose faculties have done much for the teachers of the city and have learned much from the teachers as they function skilfully in service.

Professor Stormzand is in one of the youngest colleges, one of the most rapidly developed of the colleges of the city, and Miss McKee is the supervisor of elementary education in the oldest university in Southern California, and one of the oldest on the Pacific Coast. The faculty of this university has always magnified professional education to the limit, and has always known the latest achievements in the schools of Los Angeles, Long Beach, Pasadena, and all the cities within a hundred miles of the university.

The Pacific Coast for the last quarter of a century has made the best bid for settlers with families of any section of the United States, and they have placed in the forefront of their attractions the schools, their buildings and equipment, the quality of the teaching and the modern ideas.

This book, created in the atmosphere of the best schools, avoids all of the anemic traditional theories and breathes a new life into the professional thought of the taxpayers as well as of the trained teachers and specialized administrators.

We know of no book for the "Progressive Primary Teacher" that has less of the withered old and more of the winnowed new than in this book whose authors have dared to have the children from six to eight years of age make the most of their personality by learning what they know instead of estimating their intelligence by what they do not know.

THE PSYCHOLOGY OF PLAY ACTIVITIES. By Harvey C. Lehman and Paul A. Witty, School of Education, University of Kansas. New York: A. S. Barnes and Company. 1927.

The miscellaneous use of the word "psychology" is interesting if not amusing, but it can be made useful through adaptation as is done by Messrs. Lehman and Witty, whose book is every way attractive professionally, industrially and socially. They have made an earnest effort to discover the games and other play activities most commonly engaged in by persons from five to twenty-two years of age residing in certain communities; the games and other play activities these individuals liked best; the games and other play activities on which these individuals thought they had spent the largest amount of time; and the effect on play behavior of such variables as age, sex, race, season, intelligence, community, etc.

The activities to which children and adults spontaneously turn in their leisure are becoming increasingly significant features of present-day life. The present standard of living has resulted not only in greater material comfort and more leisure for the wealthy, but it has made possible a diffusion of the gains of civilization providing greater material comfort and greater leisure for the masses.

These authors have rendered a genuine service in enlightening the schools along unusual lines in a wholesome way.

SOME LITTLE PLAYS AND HOW TO ACT THEM. By Mary Ellen Whitney. Illustrated by Dorothy Saunders. Educational Play-Book Series. Chicago: Beckley-Cardy Company.

There are many lessons of social importance that can be best learned dramatically, and the "Educational Play-Book Series" teaches vital lessons for children to learn in school that have a remarkable influence upon their parents and upon the community. Here are twenty-one plays which any primary school can play, in which the entire class will be interested, which will stay in their memory for years, and which will be the talk of the homes of the class as well as of the players. Each play has a needed lesson well taught.

Books Received

"The Teaching of English." By Sidney Cox. New York: Harper and Brothers.

"Medieval Rhetoric and Poetic." By Charles Sears Baldwin. — "Reading and Study." By Gerald Alan Yoakam. New York: The Macmillan Company.

"Fundamentals of Spanish." By Louise Imbert, Francisco Pinol. Silver, Burdett and Company.

"Plane Geometry." By William Strader and Lawrence D. Rhoads. Philadelphia: John C. Winston Company.

"Coal and the Coal Mines." By Homer Greene. Boston, Mass.: Houghton Mifflin Company.

"Petite Histoire des Lettres Francaises." By Gilbert Chinard. Boston, Mass.: Ginn and Company.

"Self Expression Through the Spoken Word." By Allen Crafton and Jessica Royer.—"The District School as It Was." By Clifton Johnson. New York: Thomas Y. Crowell.

"Side Lights on American History." Volumes One and Two. By Henry W. Elson. Boston, Nass.: The Macmillan Company.

"Little World Children." By Elizabeth Ellis Scantlebury. Boston, Mass.: Ginn and Company.

"Small Colleges and Teacher Training." By Jacob Meyer.—"An Oral Drill Book in Arithmetic." By L. L. Everly.—"Teacher's Manual in the Use of the Educational Scales." By M. J. Van Wagenen. Bloomington, Ill.: The Public School Publishing Company.

"Comparative Effectiveness of Some Visual Aids in Seventh Grade Instruction." By Joseph Weber. Chicago, Ill.: The Educational Screen, Inc.

"La Semeuse." By Benjamin M. Woodbridge. University of Chicago Press.

"A Review of Grammar." By Jonathan M. Dow. New York: Charles E. Merrill Company.

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GRINS BETWEEN GRINDS

He Was the Custodian

The school inspector was visiting the schools. He believes that one of the important figures about the school is the janitor. He says that they all call themselves something different. One is "the janitor," another "the caretaker," and another "the superintendent of the building," or any other such title denoting that he is the "big bizz."

On entering a certain school the first individual he encountered was the "man of all work." He greeted him and asked him if he were the superintendent of the buildings. The following conversation ensued:—

Janitor—"No, sir,"

School Inspector—"Well, what do you call yourself?"

Janitor—"Custodian, sir."

School Inspector—"And why?"

Janitor—"Because, sir, I'm always either cussin' at the pupils or toadyin' to the teachers."—Exchange.

Favoritism

Two little boys had misbehaved in school, and as a punishment the teacher told them they would have to stay late and that each must write his name one hundred times. On hearing this, one of them burst into tears.

"Taint's fair!" he cried. "His name is Lee and mine's Kestenbaumenstein."

Upright

An Englishman was filling out an application for life insurance. His father had been hanged, but he did not like to admit the fact. So when he came to the line "cause of father's death," he wrote the following:—

"Met his death while taking part in public function, during which the platform on which he was standing gave way beneath him."

Impossible

"Dey am no jestice no mo," mourned Rufus to a friend. "Sam, ah's a sick man. Guess ah's gwine to die suah. Ah goes to de doctah and he says ah got mah self in a bad fix and de only help fo' me, he says, am to eat chicken brof free times a day, and stay in nights. An' Sam, dat jes kaint be done."

Time to Explode

"What are you children doing? I thought you were playing together."

"We are playing at fathers and mothers."

"But you don't need to make all that noise."

"Yes, we do—she has just asked me for money for a new hat."—Passing Show.

Dreadful Error

General—"Look here, my man, why don't you be careful?"

Army Clerk—"What is wrong, sir?"

General—"Why, instead of addressing this letter to the 'Intelligence Office' you have addressed it to the 'Intelligent Officer.' You should know there is no such person in the army."—Stratford Beacon-Herald.

Mousing Around

Wigg—"Sorry to keep you waiting, old man, but I've just been setting a trap for my wife."

Wagg—"Heavens! What do you suspect?"

Wigg—"A mouse in the pantry!"—America's Humor.

Suah 'Nuff

Rastus—"Here am a telegram from de master in Africa stating he am sending us some lions' tails."

Circus Owner's Wife—"Lions' tails, Rastus? What are you talking about?"

Rastus—"Well, read it yo'self. It says plain: 'Jes' captured two lions; sending details by mail.'"

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JOURNAL MAIL BAG

Hearty Appreciation

April 10, 1928.

My dear Dr. Winship:—

Your splendid letter relative to my seventy-fifth birthday has reached me by forward. My former students, representative of fifty-eight years since I began teaching, gave me a royal ovation, corralling me at beautiful Santa Barbara. Hundreds of telegrams and letters flooded in from every city of my educational career, and from life radiations in almost every state. Strange to say the longest ago places of my work were most proportionately in evidence, little West Liberty, Ohio, the Sweet Auburn of my early dreams, village of my first superintendency beginning fifty-one years ago, remembering me in over forty loving letters and with many full life histories. Even Millersburg, where I was principal of an academy at twenty, was on hand with warm-hearted greetings; Sidney with ten night letter telegrams and many letters, and Pueblo, Los Angeles, Holyoke, besides radiated spots in planetary space where students of mine have gone forth to establish new worlds of their own. Really it makes an old veteran, who has found his armor and himself hung on the wall, feel that he has somewhere lived. I think I must sometime have another Septuagentiquini or more, just to keep in sight of you.

But I thank you for your own part in this splendid remembrance. It pays to have been a schoolman with activity in four generations of development, as have you and I.

Preston W. Search.

Carmel-by-the Sea,
California.

Religion Through Football

By Dean Willard L. Sperry
Harvard Divinity School

Science has not superseded religion among college undergraduates today. Our modern students have simply shifted their credulity. Instead of believing everything their ministers tell them, as they did when they were children, they now believe everything their biology professors tell them.

The only truly religious spirit to be discerned among large bodies of undergraduates today is in the football stadium. One of the deepest spiritual experiences I ever had was one Saturday afternoon a few years ago in the Harvard Stadium. It is just that spirit which transforms football from a form of athletics to a religion, which our universities must diffuse through wider channels.

There are some colleges to which I never would return to speak at Sunday morning services, because I am convinced that the procedure was bad for the college and bad for the student.

It is not so much the task of colleges to supply the bolt of lightning which ignites the religious material in its undergraduates, but to lay down a definite body of ideas, some tangible form of religious fuel, which may later on take fire, as a result of some of life's bitter experiences. It is piling dry fuel on the altar that we are concerned with; not with igniting that fuel.

Meetings To Be Held

JUNE.

5-8: National Association of Public School Business Officials, John S. Mount, State House, Trenton, N. J., Denver, Colorado.

12: Georgia State High School Teachers Association, F. A. Brinson, Graymount, Georgia; Athens, Ga.

18-21: American Country Life Association, Nat T. Frame, 1849 Grand Central Terminal Building, New York City, N. Y.; Urbana, Ill.

18-22: American Federation of Organizations for the Hard of Hearing, Betty C. Wright, 1601 35th Street, N. W., Washington, D. C.; St. Louis, Mo.

25: American Federation of Teachers, Florence Curtis Hanson, 327 S. La Salle Street, Chicago, Ill.; Chicago, Ill.

25-27: Ohio State Teachers Association, F. E. Reynolds, 428 Chamber of Commerce Building, Columbus, Ohio; Cedar Point, Ohio.

JULY.

1-6: National Education Association, Minneapolis, Minn.

1-6: National League of Teachers Associations, Annie Kate Taylor, 914 Martinique, Dallas, Texas; Minneapolis, Minn.

1-7: National Association of Visiting Teachers, Lois Meredith, 8 West 40th Street, New York City; Minneapolis, Minn.

24-27: National Association of Teachers of Colored Schools, Clinton J. Calloway, Tuskegee Institute, Macon, Ala.; Charleston, West Virginia.

SEPTEMBER.

6: Massachusetts State Normal Teachers Association, M. Grace Fickett, State Normal School, Westfield, Mass.; Bridgewater, Mass.

OCTOBER.

1-5: Playground Recreation Association of America, H. S. Braucher, 315 4th Avenue, New York City, N. Y.; Atlantic City, N. J.

15: Montana State Council of English Teachers, Margaret Ronan, Missoula; Missoula, Montana.

18-20: Utah Educational Association, D. W. Parratt, 316 Vermont Building, Salt Lake City; Salt Lake City, Utah.

22-25: National League of Compulsory Education Officials, A. N. Hennigar, Board of Education, Detroit, Mich.; Joliet, Ill.

19-20: New Hampshire State Teachers Association, Florence J. Hewitt, Portsmouth, N. H.; Portsmouth, New Hampshire.

24-26: Washington Educational Association, Arthur L. Marsh, 707 Lowman Building, Seattle, Washington; Seattle, Wash.

25-27: Rhode Island Institute of Instruction, Clarence W. Bosworth. Cranston High School, Auburn, R. I.; Providence, R. I.

25-26: Maine Teachers Association, Adelbert W. Gordon, Department of Education, Augusta, Maine; Bangor, Maine.

BOSTON PUBLIC SCHOOLS: The 1928 examinations for admission to The Teachers College of the City of Boston, Latin and Day High Schools and the Training School for Teachers of Mechanic Arts will be held this year as follows:

THE TEACHERS COLLEGE OF THE CITY OF BOSTON. For the regular four-year college courses and the regular three-year courses open to high school graduates who have completed the preparatory course: From Monday, June 4, to Saturday, June 9, inclusive, at The Teachers College of the City of Boston, on Huntington avenue, near Longwood avenue.

Candidates for the four-year college courses are required to report for registration and conference on Monday, June 4, at 9 o'clock, A. M. Candidates for the three-year courses are required to report for registration and conference on Monday, June 4, at 2 o'clock, P. M.

LATIN SCHOOLS: (For admission to the Six-Year Course): On **Friday, June 1,** and on **Wednesday, September 12,** at 9 o'clock, A. M. Boys will be examined at the Public Latin School-house, on Avenue Louis Pasteur; girls, at the Girls' Latin Schoolhouse, on Huntington avenue, near Longwood avenue.

Candidates are required to pass an examination equivalent to that required for admission to the seventh grade of the elementary schools. The subjects of the examination will be English (including Reading, Literature and Spelling); Arithmetic; Geography; and History and Civics.

For admission to the four-year course: Candidates for admission to the four-year course in the Public Latin or Girls' Latin Schools, will be examined **only on September 12,** at the place, and in the subjects indicated under High Schools, below. (See **NOTE** below).

HIGH SCHOOLS: NOTE:—EXAMINATIONS FOR ADMISSION TO THE HIGH SCHOOLS AND TO THE FOUR-YEAR COURSES IN THE LATIN SCHOOLS WILL BE HELD ON THE DAY IMMEDIATELY PRECEDING THE OPENING OF SCHOOLS IN SEPTEMBER.

ACCORDINGLY, the 1928 examinations for admission to the high schools and to the four-year courses in the Latin schools will be held on **WEDNESDAY, SEPTEMBER 12, 1928.**

Boys and girls will be examined at The Teachers College of the City of Boston, on Huntington avenue, near Longwood avenue. The subjects of examination will be: English Language (including Reading, Writing and Spelling, Grammar and Composition); History and Civil Government of the United States; Geography; Arithmetic.

THE TRAINING SCHOOL FOR TEACHERS OF MECHANIC ARTS: The examination for admission of students to the one-year and two-year courses in the Training School for Teachers of Mechanic Arts will be given on **Saturday, June 9,** in the Parkman School, Broadway, between B and C streets, South Boston, beginning promptly at 9 o'clock, A. M.

For full particulars in regard to the above examinations apply to the Board of Examiners, 15 Beacon street, Boston, Mass.

JOEL HATHEWAY,
Chief Examiner.

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